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# Social Studies

## *Alberta Authorized Resource List and Annotated Bibliography*

### **Social Studies 10-1 and 10-2**



**August 2007 (Draft)**

*The complete draft document is available online at  
[http://education.gov.ab.ca/k\\_12/curriculum/bySubject/social/](http://education.gov.ab.ca/k_12/curriculum/bySubject/social/)*

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**Alberta**  
EDUCATION



Questions or concerns regarding this document can be addressed to the Director, Learning and Teaching Resources Branch, Alberta Education. Telephone: 780-427-2984, Fax: 780-422-0576. To be connected toll free inside Alberta, dial 310-0000.

The primary intended audience for this document is:

<i>Administrators</i>	
<i>Counsellors</i>	
<i>General Audience</i>	
<i>Parent School Councils</i>	
<i>Parents</i>	
<i>Students</i>	
<i>Teachers</i>	✓

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# ORGANIZATION OF THIS DOCUMENT

The social studies list of authorized resources is organized in three parts.

## **Part I: Authorized Resource List (listed by grade) (Currently Social Studies 10-1 and 10-2)**

Resources are listed alphabetically for each resource authorization category within each grade. Authorized Student Basic Resources are listed first, related Teaching Resources are listed second, and Student Support and Teaching Resources are listed last within each grade. Annotations for resources appear in Part II of the resource list. Each resource listed in Part I identifies the:

- series name, if applicable
- title of resource
- type of authorization (student basic, student support, teaching)
- grade(s) authorized for
- vendor/distributor name, order number and price
- type of resource (text, video, CD-ROM).

## **Part II: Annotated Bibliography of Authorized Resources (listed alphabetically by title)**

Each of the Student Basic and related Teaching Resources and the Student Support and Teaching Resources listed in Part I has a corresponding annotation in Part II that is organized alphabetically. Each resource listed in Part II identifies the:

- series name if applicable
- title of resource
- type of authorization (student support, teaching)
- grade(s) authorized for
- vendor/distributor name, order number and price
- icon identifying the type of resource (text, video, CD-ROM)
- other subjects and/or courses authorized for (if any)
- annotation.

## **Part III: Vendors/Distributors**

Each of the vendors/distributors for the resources included in this document, including the Learning Resources Centre (LRC), are identified in Part III.

# NEW SOCIAL STUDIES RESOURCES

## Resource Authorization Categories

This resource list for Social Studies is currently for new Grade 10 high school resources that have been authorized for use in Alberta schools. New grades 11 and 12 resources are scheduled to appear in this list following development and authorization over the next two school years. Alberta Education selects and authorizes the best possible instructional materials for the implementation of approved programs of study. The resource authorization categories are **student basic**, **student support** or **teaching**, and the status is noted for each resource.

**Student Basic** learning resources are those student learning resources authorized by Alberta Education as the most appropriate for addressing the majority of outcomes of the course(s) or substantial components of the course(s); or the most appropriate for meeting general outcomes across two or more grade levels.

**Student Support** learning resources are those student learning resources authorized by Alberta Education to assist in addressing some of the outcomes of the course(s) or components of the course(s); or to assist in meeting the outcomes across two or more grade levels.

**Teaching** resources are those teaching resources identified as the best available resources to support the implementation of programs of study and course(s); they may be teacher resources to accompany student resources or teacher professional resources. The authorized teaching resources are listed with the student resources.

The list of these resources is organized by grade and alphabetically.

**Note:** Alberta Education strongly recommends that teachers read all selections in the student resources and all activities in the teaching resources prior to using them with students, including review of contents on Web site links made within resources as Alberta Education is not responsible for maintaining these sites. Careful consideration should be given to the sensitivities of both the student audience and the community.



## AVAILABILITY

Most of the new social studies resources are available for ordering from:

Learning Resources Centre  
12360 – 142 Street, Edmonton, AB T5L 4X9  
Telephone: 780-427-5775  
Fax: 780-422-9750  
Internet: <http://www.lrc.education.gov.ab.ca>

LRC order numbers and prices (as of the printing/posting of this list) are included for each resource.

The cost of resources is subject to change without notice. Those resources available for purchase directly from the vendors/distributors are also noted. A list of vendors/distributors is located at the end of this document.

French translations/adaptations of selected student basic resources and related teaching resources are available through the LRC.

# OVERVIEW OF PROGRAM OF STUDIES

## SOCIAL STUDIES KINDERGARTEN TO GRADE 12

### Program Rationale and Philosophy

Social studies provide opportunities for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens. Recognition and respect for individual and collective identity is essential in a pluralistic and democratic society. Social studies helps students develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society.

### Program Vision

The Alberta Social Studies Kindergarten to Grade 12 Program of Studies meets the needs and reflects the nature of 21<sup>st</sup> century learners. It has, at its heart, the concepts of citizenship and identity in the Canadian context. The program reflects multiple perspectives, including Aboriginal and Francophone that contribute to Canada's evolving realities. It fosters the building of a society that is pluralistic, bilingual, multicultural, inclusive and democratic. The program emphasizes the importance of diversity and respect for differences as well as the need for social cohesion and the effective functioning of society. It promotes a sense of belonging and acceptance in students as they engage in active and responsible citizenship at the local, community, provincial, national and global level.

Central to the vision of the Alberta social studies program is the recognition of the diversity of experiences and perspectives and the pluralistic nature of Canadian society. Pluralism builds upon Canada's historical and constitutional foundations, which reflect the country's Aboriginal heritage, bilingual nature and multicultural realities. A pluralistic view recognizes that citizenship and identity are shaped by multiple factors such as culture, language, environment, gender, ideology, religion, spirituality and philosophy.

### Definition of Social Studies

Social studies is the study of people in relation to each other and to their world. It is an issues-focused and inquiry-based interdisciplinary subject that draws upon history, geography, ecology, economics, law, philosophy, political science and other social science disciplines. Social studies foster students' understanding of and involvement in practical and ethical issues that face their communities and humankind. Social studies is integral to the process of enabling students to develop an understanding of who they are, what they want to become and the society in which they want to live.

## The Role of Social Studies

Social studies develops the key values and attitudes, knowledge and understanding, and skills and processes necessary for students to become active and responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and world.

## Social Studies Program Foundations and Conceptual Framework

The program of studies provides a foundation of learning experiences that address critical aspects of social studies and its application. These critical areas provide general direction for the program of studies and identify major components of its structure.



## Core Concepts of Citizenship and Identity

The dynamic relationship between citizenship and identity forms the basis for skills and learning outcomes in the program of studies.

The goal of social studies is to provide learning opportunities for students to:

- understand the principles underlying a democratic society
- demonstrate a critical understanding of individual and collective rights
- understand the commitment required to ensure the vitality and sustainability of their changing communities at the local, provincial, national and global levels
- validate and accept differences that contribute to the pluralistic nature of Canada
- respect the dignity and support the equality of all human beings.

The sense of being a citizen, enjoying individual and collective rights and equitable status in contemporary society, impacts an individual's sense of identity. Individuals need to feel that their identities are viewed as legitimate before they can contribute to the public good and feel a sense of belonging and empowerment as citizens.

Social studies provides learning opportunities for students to:

- understand the complexity of identity formation in the Canadian context
- understand how identity and self-esteem are shaped by multiple personal, social, linguistic and cultural factors
- demonstrate sensitivity to the personal and emotional aspects of identity
- demonstrate skills required to maintain individuality within a group
- understand that with empowerment comes personal and collective responsibility for the public good.

## Issues-focused Approach to Teaching Social Studies

A focus on issues through deliberation is intrinsic to the multidisciplinary nature of social studies and to democratic life in a pluralistic society. An issues-focused approach presents opportunities to address learning outcomes by engaging students in active inquiry and application of knowledge and critical thinking skills. These skills help students to identify the relevance of an issue by guiding them to develop informed positions and respect for the positions of others. This process enables students to question, validate, expand and express their understanding; to challenge their presuppositions; and to construct their own points of view.

The program of studies is designed to promote metacognition through critical reflection, questioning, decision making and consideration of multiple perspectives on issues. Through this process, students will strive to understand and explain the world in the present and to determine what kind of world they want in the future.



## **General and Specific Outcomes**

The general and specific outcomes provide an organizational structure for assessment of student progress in the social studies program. These outcomes follow the progression of learning that occurs at each grade level.

### **General Outcomes**

General outcomes identify what students are expected to know and be able to do upon completion of a grade/course. General outcomes have been identified within each grade/course.

### **Specific Outcomes**

Specific outcomes identify explicit components of values and attitudes, knowledge and understanding, and skills and processes that are contained within each general outcome within each grade/course. Specific outcomes are building blocks that enable students to achieve general outcomes for each grade/course. Where appropriate, examples have been identified as an optional (e.g.) or required (i.e.) component of the specific outcome. At the 10–12 levels, all bracketed items are required components of the specific outcome.

### **Outcomes Related to Values and Attitudes**

The goal of social studies is to foster the development of values and attitudes that enable students to participate actively and responsibly as citizens in a changing and pluralistic society. Attitudes are an expression of values and beliefs about an issue or topic. Respect, a sense of personal and collective responsibility, and an appreciation of human interdependence are fundamental to citizenship and identity within local, national and global communities. Developing an ethic of care toward self, others and the natural world is central to these commitments.

### **Outcomes Related to Knowledge and Understanding**

Outcomes related to knowledge and understanding are fundamental to informed decision making. Knowledge and understanding involve the breadth and depth of information, concepts, evidence, ideas and opinions.

### **Outcomes Related to Skills and Processes**

The specific outcomes for skills and processes provide opportunities for students to apply their learning to relevant situations and to develop, practise and maintain essential skills as their learning evolves within a grade/course and from grade to grade/course to course. The skill outcomes are grouped into the following categories for organizational purposes:

- Dimensions of Thinking
- Social Participation as a Democratic Practice
- Research for Deliberative Inquiry
- Communication

# Senior High School Social Studies Course Organizer

## Citizenship and Identity

power, authority  
and decision making

Exploration of  
Issue

Historical  
Background

multiple  
perspectives

multiple  
perspectives

global connections

the land: places and  
people

Key Issue

economics and  
resources

time, continuity and  
change

multiple  
perspectives

multiple  
perspectives

Developing  
Personal and Civic  
Responses

Contemporary  
Considerations

culture and  
community

## Citizenship and Identity



## Scope and Sequence

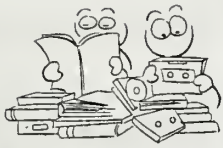
The core concepts and six strands of the Alberta Social Studies Kindergarten to Grade 12 Program of Studies are reflected in each grade/course. The structure provides continuity and linkages from grade to grade/course to course. In addition, the general outcomes in each grade/course are components of the one central theme reflected in the grade/course title.

Grade	Grade Title and General Outcomes	Linkages and Sequencing
<b>Kindergarten</b>	<b>Being Together</b> K.1 I Am Unique K.2 I Belong	Kindergarten emphasizes a strong sense of identity and self-esteem and is a student's introduction to citizenship.
<b>One</b>	<b>Citizenship: Belonging and Connecting</b> 1.1 My World: Home, School, Community 1.2 Moving Forward with the Past: My Family, My History and My Community	Grade 1 is an introduction to active and responsible citizenship and introduces the concept of community. The concept of historical thinking is applied to the study of community.
<b>Two</b>	<b>Communities in Canada</b> 2.1 Canada's Dynamic Communities 2.2 A Community in the Past	Grade 2 expands on the concept of community through an examination of specific characteristics of communities in Canada. Building on the introduction of historical thinking in Grade 1, Grade 2 students will examine how a community changes over time.
<b>Three</b>	<b>Connecting with the World</b> 3.1 Communities in the World 3.2 Global Citizenship	Grade 3 continues to build on the knowledge of community and citizenship by examining diverse communities in the world. Grade 3 students will be introduced to the concepts of global citizenship and quality of life.
<b>Four</b>	<b>Alberta: The Land, Histories and Stories</b> 4.1 Alberta: A Sense of the Land 4.2 The Stories, Histories and People of Alberta 4.3 Alberta: Celebrations and Challenges	Grade 4 introduces specific geographic skills through an examination of Alberta and its cultural and geographic diversity. Linkages to literature and the continued development of historical thinking are reinforced through stories and legends. Archaeology and paleontology are also introduced in Grade 4 to further develop historical thinking skills.
<b>Five</b>	<b>Canada: The Land, Histories and Stories</b> 5.1 Physical Geography of Canada 5.2 Histories and Stories of Ways of Life in Canada 5.3 Canada: Shaping an Identity	Grade 5 examines the foundations of Canada through its physical geography, the ways of life and heritage of its diverse peoples. Grade 5 presents events and issues that have impacted citizenship and identity in the Canadian context over time.

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Grade	Grade Title and General Outcomes	Linkages and Sequencing
Six	<b>Democracy: Action and Participation</b> 6.1 Citizens Participating in Decision Making 6.2 Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy	Grade 6 emphasizes the importance of active and responsible participation as the foundation of a democratic society. Students will examine how the underlying principles of democracy in Canada compare to those of Ancient Athens and the Iroquois Confederacy.
Seven	<b>Canada: Origins, Histories and Movement of People</b> 7.1 Toward Confederation 7.2 Following Confederation: Canadian Expansions	Grade 7 provides a comprehensive examination of Canadian history preceding and following Confederation. The concept of intercultural contact is introduced through an examination of migration and immigration. Grade 7 forms the foundation for the continued dialogue on citizenship and identity in Canada.
Eight	<b>Historical Worldviews Examined</b> 8.1 From Isolation to Adaptation: Japan 8.2 Origins of a Western Worldview: Renaissance Europe 8.3 Worldviews in Conflict: The Spanish and the Aztecs	Grade 8 expands on the concept of intercultural contact and continues to develop historical thinking skills through an examination of past societies in different parts of the world.
Nine	<b>Canada: Opportunities and Challenges</b> 9.1 Issues for Canadians: Governance and Rights 9.2 Issues for Canadians: Economic Systems in Canada and the United States	Grade 9 focuses on citizenship, identity and quality of life and how they are impacted by political and legislative processes in Canada. The role of economic systems in Canada and the United States will also be examined.
Ten	10-1 Perspectives on Globalization 10-2 Living in a Globalizing World	Grade 10 explores multiple perspectives on the origins of globalization and the local, national and international impacts of globalization on identity, lands, cultures, economies, human rights and quality of life.
Eleven	20-1 Perspectives on Nationalism 20-2 Understanding of Nationalism	Grade 11 explores the complexities of nationalism in Canadian and international contexts and includes study of the origins of nationalism and the influence of nationalism on regional, international and global relations.
Twelve	30-1 Perspectives on Ideology 30-2 Understandings of Ideologies	Grade 12 explores the origins and complexities of ideologies. Students will investigate, analyze and evaluate government policies and actions and develop individual and collective responses to contemporary local, national and global issues.



# ALBERTA AUTHORIZED RESOURCE LIST AND ANNOTATED BIBLIOGRAPHY

## Part I: Authorized Resource List (listed by grade)



**Social Studies  
10-1, 10-2**

**August 2007 (Draft)**



# Social Studies 10-1

## Authorized Resource List

Series / Title	Copyright Date	Distributor	Status / Course(s)	Supplier / Order No. / Price
<b>Student Basic Resources</b>				
Exploring Globalization (Student Text)	2007	McGraw-Hill Ryerson Ltd.	Basic 10-1	LRC 681579 \$85.30
Perspectives on Globalization (Student Text)	2007	Oxford University Press	Basic 10-1	LRC 678782 \$85.30
Perspectives on Globalization: Teacher's Resource	2007	Oxford University Press	Teaching 10-1	LRC 678790 \$227.95
<b>Student Support Resources</b>				
<i>At Issue</i>				
Child Labour and Sweatshops	2006	Saunders Book Company	Support 10-1	LRC 685208 \$18.20
<i>Behind the News</i>				
Global Business: Who Benefits?	2007	Saunders Book Company	Support 10-1	LRC 685216 \$28.25
<i>What's Your View?</i>				
The Impact of Big Business	2006	Saunders Book Company	Support 10-1 / 10-2	LRC 685175 \$25.05
Rich World, Poor World	2006	Saunders Book Company	Support 10-1 / 10-2	LRC 685183 \$25.05
<b>Teaching Resources</b>				
Building Human Rights Communities: A Resource for Teaching and Learning About Human Rights, Citizenship, Quality of Life and Communities	2005	John Humphrey Centre for Peace and Human Rights	Teaching 10-1 / 10-2	Vendor Direct
Environmental Science: Study of Interrelationships (11th Ed.)	2006	McGraw-Hill Ryerson Ltd.	Teaching 10-1 / 10-2	LRC 685159 \$134.15



# Social Studies 10-1

## Authorized Resource List

(continued)

Series / Title	Copyright Date	Distributor	Status / Course(s)	Supplier / Order No. / Price
The No-Nonsense Guide to Global Media	2003	Fernwood Books Ltd.	Teaching 10-1	LRC 684557 \$15.00
<i>Aboriginal Studies</i>				
Aboriginal Studies 10: Aboriginal Perspectives (Student Text)	2004	Duval House Publishing / Les Éditions Duval	Teaching 10-1 / 10-2	LRC 556920 \$62.05
Aboriginal Studies 10: Aboriginal Perspectives: Teaching Resource	2006	Duval House Publishing	Teaching 10-1 / 10-2	LRC 630956 \$216.70
Aboriginal Studies 20: Peoples and Cultural Change (Student Text)	2005	Duval House Publishing / Les Éditions Duval	Teaching 10-1 / 10-2	LRC 581406 \$62.05
Aboriginal Studies 20: Peoples and Cultural Change: Teacher Resource	2006	Duval House Publishing / Les Éditions Duval	Teaching 10-1 / 10-2	LRC 630964 \$216.70
Aboriginal Studies 30: Contemporary Issues (Student Text)	2005	Duval House Publishing / Les Éditions Duval	Teaching 10-1 / 10-2	LRC 610370 \$62.05
Aboriginal Studies 30: Contemporary Issues: Teacher Resource	2006	Duval House Publishing / Les Éditions Duval	Teaching 10-1 / 10-2	LRC 630972 \$216.70
<i>Access to Geography</i>				
Globalisation	2003	Bacon & Hughes Limited	Teaching 10-1	Pending
<i>Contemporary Case Studies</i>				
Cities & Urbanisation	2006	Bacon & Hughes Limited	Teaching 10-1	Pending
Economy & Development	2006	Bacon & Hughes Limited	Teaching 10-1	Pending
Population & Migration	2006	Bacon & Hughes Limited	Teaching 10-1	Pending



# Social Studies 10-1 Authorized Resource List (continued)

Series / Title	Copyright Date	Distributor	Status / Course(s)	Supplier / Order No. / Price
<i>EPICS</i>				
Development, Globalisation and Sustainability	2001	Bacon & Hughes Limited	Teaching 10-1	Pending
<i>What Do We Mean By Human Rights?</i>				
Equal Rights: What Do We Mean by Human Rights?	2006	Saunders Book Company	Teaching 10-1 / 10-2	LRC 985266 \$25.05



# Social Studies 10-2

## Authorized Resource List

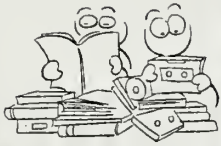
Series / Title	Copyright Date	Distributor	Status / Course(s)	Supplier / Order No. / Price
<b>Student Basic Resources</b>				
Living in a Globalizing World (Student Resource)	2007	Oxford University Press	Basic 10-2	LRC 680183 \$84.15
Living in a Globalizing World: Teacher's Resource	2007	Oxford University Press	Teaching 10-2	LRC 680191 \$227.95
<b>Student Support Resources</b>				
<i>Issues of the World</i>				
Fair Trade? A Look at the Way the World Is Today	2006	Saunders Book Company	Support 10-2	LRC 685224 \$25.05
<i>What's Your View?</i>				
The Impact of Big Business	2006	Saunders Book Company	Support 10-1 / 10-2	LRC 685175 \$25.05
Rich World, Poor World	2006	Saunders Book Company	Support 10-1 / 10-2	LRC 685183 \$25.05
<b>Teaching Resources</b>				
Building Human Rights Communities: A Resource for Teaching and Learning About Human Rights, Citizenship, Quality of Life and Communities	2005	John Humphrey Centre for Peace and Human Rights	Teaching 10-1 / 10-2	Vendor Direct
Environmental Science: Study of Interrelationships (11th Ed.)	2006	McGraw-Hill Ryerson Ltd.	Teaching 10-1 / 10-2	LRC 685159 \$134.15
<i>Aboriginal Studies</i>				
Aboriginal Studies 10: Aboriginal Perspectives (Student Text)	2004	Duval House Publishing / Les Éditions Duval	Teaching 10-1 / 10-2	LRC 556920 \$62.05
Aboriginal Studies 10: Aboriginal Perspectives: Teaching Resource	2006	Duval House Publishing	Teaching 10-1 / 10-2	LRC 630956 \$216.70

# Social Studies 10-2

## Authorized Resource List

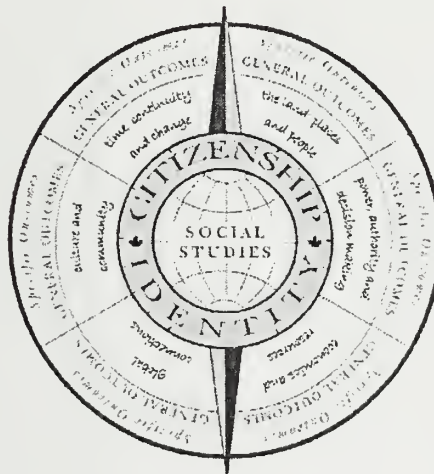
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Series / Title	Copyright Date	Distributor	Status / Course(s)	Supplier / Order No. / Price
Aboriginal Studies 20: Peoples and Cultural Change (Student Text)	2005	Duval House Publishing / Les Éditions Duval	Teaching 10-1 / 10-2	LRC 581406 \$62.05
Aboriginal Studies 20: Peoples and Cultural Change: Teacher Resource	2006	Duval House Publishing / Les Éditions Duval	Teaching 10-1 / 10-2	LRC 630964 \$216.70
Aboriginal Studies 30: Contemporary Issues (Student Text)	2005	Duval House Publishing / Les Éditions Duval	Teaching 10-1 / 10-2	LRC 610370 \$62.05
Aboriginal Studies 30: Contemporary Issues: Teacher Resource	2006	Duval House Publishing / Les Éditions Duval	Teaching 10-1 / 10-2	LRC 630972 \$216.70
<i>At Issue</i>				
Child Labour and Sweatshops	2006	Saunders Book Company	Teaching 10-2	LRC 685208 \$18.20
<i>Behind the News</i>				
Global Business: Who Benefits?	2007	Saunders Book Company	Teaching 10-2	LRC 685216 \$28.25
<i>What Do We Mean By Human Rights?</i>				
Equal Rights: What Do We Mean by Human Rights?	2006	Saunders Book Company	Teaching 10-1 / 10-2	LRC 985266 \$25.05



# ALBERTA AUTHORIZED RESOURCE LIST AND ANNOTATED BIBLIOGRAPHY

## Part II: Annotated Bibliography of Authorized Resources (listed alphabetically by title)



**Social Studies**  
**10-1, 10-2**

**August 2007 (Draft)**





## Part II: Annotated Bibliography of Authorized Resources (listed alphabetically by title)

LRC Order No.: Est. Price:

### *Aboriginal Studies*

- **Aboriginal Studies 10: Aboriginal Perspectives (Student Text)**
- **Aboriginal Studies 10: Aboriginal Perspectives: Teaching Resource**
- **Aboriginal Studies 20: Peoples and Cultural Change (Student Text)**
- **Aboriginal Studies 20: Peoples and Cultural Change: Teacher Resource**
- **Aboriginal Studies 30: Contemporary Issues (Student Text)**
- **Aboriginal Studies 30: Contemporary Issues: Teacher Resource**

Teaching Resource Social Studies 10-1 / 10-2

These texts will provide teachers with background knowledge to assist in infusing Aboriginal perspectives into the Social Studies curriculum.

*Aboriginal Studies 10: Aboriginal Perspectives, Aboriginal Studies 20: Peoples and Cultural Change, and Aboriginal Studies 30: Contemporary Issues* are the basic texts developed for Alberta Education. In *Aboriginal Studies 10: Aboriginal Perspectives* teachers will gain an understanding of the traditions and history of Aboriginal peoples in Canada and Alberta including such topics as literature, the arts and the sciences. *Aboriginal Studies 20: Peoples and Cultural Change* focuses on indigenous people from an Albertan and Canadian perspective and includes information on policies, legislation, conflict and cultural change. *Aboriginal Studies 30: Contemporary Issues* provides an insight on issues of Aboriginal rights and self-government, Aboriginal land claims, Aboriginal people in Canadian society and Aboriginal world issues.

©2004

556920	\$62.05
630956	\$216.70
581406	\$62.05
630964	\$216.70
610370	\$62.05
630972	\$216.70

## Building Human Rights Communities: A Resource for Teaching and Learning About Human Rights, Citizenship, Quality of Life and Communities

Teaching Resource Social Studies 10-1 / 10-2

Vendor Direct

*Building Human Rights Communities: A Resource for Teaching and Learning about Human Rights, Citizenship, Quality of Life and Communities* is a teaching resource developed by the John Humphrey Centre for Peace and Human Rights, a nonprofit human rights organization located in Edmonton, Alberta that is dedicated to human rights education.

This resource provides a model for teaching human rights and provides support materials to help educators teach and students learn about human rights, legislation related to human rights, such as the *Universal Declaration of Human Rights* and the *Canadian Charter of Rights and Freedoms*, citizenship, quality of life and communities. The resource was designed to meet applicable specific outcomes in the curriculum for the new Social Studies Grade 9 and Social Studies 10-1 and 10-2 programs of study. This resource addresses specific outcomes and issues in grades 9 and 10 that are relevant to the relationship between human rights and the quality of life of people living in Canada.

The *Building Human Rights Communities: A Resource for Teaching and Learning about Human Rights, Citizenship, Quality of Life and Communities* teaching resource provides a variety of lessons, activities, backgrounds, student handouts, learning tools and assessment rubrics that introduce students to human rights and provide a model for students to create a human rights community in the school or in the community. Central to the resource is integration of human rights education into the social studies curriculum for the new grades 9 and 10 programs of study.

The resource includes an overview, three main sections and two appendices that support the exploration of relationships between human rights and quality of life. The overview provides an introduction to the resource, including guidance regarding teaching human rights in the new Alberta social studies program, a model for teaching human rights, learning tools and assessment rubrics. Section I explores human rights, Section II explores human rights communities and Section III looks at becoming a human rights school. Appendix A contains the *United Nations' Universal Declaration of Human Rights* and the *Canadian Charter of Rights and Freedoms* and Appendix B contains relevant social studies grades 9 and 10 curriculum links for the activities and materials in the resource. When using this resource, teachers may also wish to consult the John Humphrey Centre for Peace and Human Rights Web site at <http://jhcentre.org/dnn/> to access additional background information regarding human rights that could further support their use of this resource

### Cautions:

- Information and issues associated with the topic of human rights can engender diverse and provocative responses. It is recommended that teachers review all activities and information in the resource carefully prior to use in the classroom to ensure that appropriate context is provided for students in their particular learning environment.
- Alberta Education has not authorized the Web site links in this resource due to the dynamic nature of content on Web sites. While the links provided in the resource can be seen as an important support for students and teachers in the exploration of issues and outcomes related to human rights, it is recommended that teachers preview Web site information before using it in their classroom.

©2005 Author(s): Ramsay, P.; Ramsay, D.

John Humphrey Centre for Peace and Human Rights / pour la paix et les droits de la personne, 404A, 10310 – 102 Avenue, EDMONTON, AB T5J 2X6  
Telephone: 780-453-2638; Internet: [info@jhcentre.org](mailto:info@jhcentre.org)

**At Issue** **685208** **\$18.20**

## Child Labour and Sweatshops

Support / Teaching Resource Social Studies 10-1 (Support) / 10-2 (Teaching)

This large-print book provides an overview of, and identifies issues surrounding, manufacturing sweatshops and child labour. The book includes an introduction, 16 articles, a list and description of contact organizations, and a detailed bibliography. The contributed articles represent a variety of points of view and perspectives, from government agencies, scientific journals, eyewitness accounts and social activists. This resource balances the points of view and perspectives, some of which are more controversial than others. Diverse, and sometimes opposing viewpoints, are included to encourage critical thinking. While some of the articles focus on the international impact of child labour and sweatshops, more than six of the articles present the issue as it relates to the USA. Each article ranges between 6 and 8 pages, and critical quotations are enlarged and set in boldface type.

### Comments:

- This resource would be appropriate for Grade 10 Advanced Placement (AP) or International Baccalaureate (IB) students.
- Teachers may wish to replace American examples with relevant/appropriate Canadian examples.

©2006 Author(s): Manheimer, A. [ed.]

## Contemporary Case Studies

- Cities & Urbanisation
- Economy & Development
- Population & Migration

Teaching Resource Social Studies 10-1

Pending

Three books from the *Contemporary Case Studies* series—*Population & Migration*, *Economy & Development*, and *Cities & Urbanisation*—are successful in providing current information regarding population, economic development and urbanization. These books can be used independently from one another. The series uses an inquiry approach to learning and guides students through the process of evaluating current and relevant case study materials. The books are well presented and are visually appealing. Graphs, charts, maps and learner activities encourage the extrapolation and analysis of information.

### Comments:

- The books in this series are written using more complex language. They would be appropriate for 10-1, Advanced Placement (AP) or International Baccalaureate (IB) students.

©2006 Author(s): Witherick, M., Adams, K.



**EPICS****Development, Globalisation and Sustainability**

Teaching Resource Social Studies 10-1

*Development, Globalisation and Sustainability* is a book from the EPICS series that provides an overview of globalization issues. Topics such as the history of globalization, the causes of globalization, states of development and sustainability are presented, and students are encouraged to embrace the inquiry approach and to engage in decision-making models that examine issues in real-life contexts. Each of the six chapters includes review questions, graphs, charts and maps along with specific reference to case studies. This resource supports Related Issues and General Outcomes 3 and 4, and addresses Specific Outcomes 3.6, 3.9, 4.1, 4.3 and 4.6.

**Comments:**

- Statistical data and information date back to 1996; this is the major concern regarding this resource.
- Black-and-white photography is used exclusively in this book, and there is no reference index.
- The reading level is accessible for 10-1 students.

© 2001 Author(s): Morgan, J.

**Pending****Environmental Science: Study of Interrelationships (11th Ed.)**

Teaching Resource Social Studies 10-1 / 10-2

This softcover textbook includes nineteen chapters and examines both the scientific and ethical perspectives of globalization and the impact of globalization on the environment. The use of appropriate photographs, tables, graphs and maps makes this an engaging and colourful book. All chapters begin with an outline and a list of objectives and end with summary exercises, review questions and critical thinking questions. Factual accounts of the many environmental challenges and ethical questions surrounding globalization are put forth for discussion through 49 case studies. Individual case study materials may be used to highlight a specific globalization topic. This teacher resource supports Related Issues and General Outcomes 3 and 4 in the 10-1 and 10-2 curricula. Specific Outcomes 3.7, 3.8, 4.8, 4.9 and 4.10 are addressed.

**Comments:**

- Although numerous Web sites are cited by the authors, these sites have not been evaluated by Alberta Education.

© 2006 Author(s): Enger, E.; Smith, B.

**685159 \$134.15****What Do We Mean By Human Rights?****Equal Rights: What Do We Mean by Human Rights?**

Teaching Resource Social Studies 10-1 / 10-2

Using the United Nation's *Universal Declaration of Human Rights* as a basis for exploration, this book provides an overview of human rights issues around the world. Historical and contemporary case studies facilitate the discussion of how human rights are established, how they work and when they are overlooked. Equality, freedom, women's rights and the rights to be different are related topics that are also presented. Accessible terminology and clear examples make this resource appropriate for 10-1 and 10-2 students.

© 2006 Author(s): O'Connor, M.

**985266****\$25.05**

## Exploring Globalization (Student Text)

Basic Resource Social Studies 10-1

*Exploring Globalization* includes a student basic resource and a related teaching resource that have been developed by McGraw-Hill Ryerson in conjunction with Alberta Education to meet the new curriculum outcomes for the Social Studies 10-1 Program of Studies. These resource materials address the four general outcomes and related issues, in addition to supporting the specific outcomes and skills and processes.

The student resource is divided into four sections, each of which contextualizes one of four related issues from the program of studies. Each section opens with a Your Challenge activity to help students anticipate the skills and processes, values and attitudes, and knowledge and understanding outcomes they will achieve as they explore the section's chapters and related issues. Each chapter in the student resource contains issues and inquiries that will facilitate students' understandings of key and related issues from the program of studies. The examples that are included in the narrative and margin features are pertinent to both the program of studies and students' lives and experiences. Multiple perspectives and points of view on issues are presented. This provides students with a model for becoming informed by seeking additional voices as new issues and inquiries emerge. The skill development activities are appropriately sequenced so that students can apply new competencies to more challenging contexts as the course unfolds and as they move to subsequent courses of study.

The teacher resource is under development and will be authorized by early September 2007.

Both resources are supported by Web Connection, the McGraw-Hill Ryerson *Exploring Globalization* Web site, which contains links to pertinent background and supplementary sources.

### Cautions:

- As the issues and content associated with globalization can be contentious and provocative, teachers should be aware of cautions that are connected to particular learning activities and content included in the student and teacher resources.
- Teachers should also preview Web sites included in the Web Connection feature before using them in their classrooms. Alberta Education has not reviewed or authorized any Web sites mentioned in the resources.

©2007 Author(s): Gardner, R.; Lavold, W.

## Issues of the World

### Fair Trade? A Look at the Way the World Is Today

Support Resource Social Studies 10-2

This book addresses fair trade practices in the world and supports Related Issues and General Outcomes 3 and 4 in Social Studies 10-2. Specific Outcomes 3.8, 4.8 and 4.11 are addressed. This colourful pictorial book includes chapters on the importance of fair trade, the global marketplace, free trade disputes and the impact of multinational corporations on the global economy. Students are able to expand their knowledge through a glossary of terms, a chronology and a list of world organizations that are committed to fair trade practices.

### Comments:

- The reading level is appropriate for Social Studies 10-2 students and for knowledge and employability social studies students.
- This resource is not entirely balanced; extensive teacher input is necessary when using this book as a classroom resource.
- This resource is also authorized for Knowledge and Employability Social Studies Grade 10.

©2006 Author(s): Cooper, A.

**Behind the News****Global Business: Who Benefits?**

Support / Teaching Resource Social Studies 10-1 (Support) / 10-2 (Teaching)

**685216 \$28.25**

*Behind the News* presents the issue of economic globalization as it pertains to news and information sources, such as newspapers, television, radio and the Internet. This concise resource critically examines the manner in which information is transmitted to its audience and identifies what is at stake in this powerful and lucrative industry. Students are encouraged to develop their critical thinking skills as they assess opposing viewpoints and opinions. Diverse perspectives are presented in a balanced manner. This resource supports Related Issues and General Outcomes 1, 3 and 4 in the 10-1 program.

## Comments:

- With teacher support, this resource may be used by Social Studies 10-2 students and by knowledge and employability social studies students.

©2007 Author(s): Downing, D.

**Access to Geography  
Globalisation**

Teaching Resource Social Studies 10-1

**Pending**

*Access to Geography: Globalisation* is a compact book that provides an overview of changing activity in the economic marketplace, development of the global economy and the emergence of new international trading patterns. The impact of transnational corporations on the global economy and the effects that globalization has had on lesser developed countries are two issues that are critically examined. The role of newly industrialized nations in the world facilitates a discussion regarding the future state of the global economy. This book contains black-and-white graphs, tables and photographs in addition to chapter questions, glossary terms and an index. Related Issues and General Outcomes 3 and 4 are supported by this resource, and Specific Outcomes 3.5, 3.6, 4.1 and 4.8 are addressed.

## Comments:

- This is recommended as a teacher resource for 10-1 classrooms, as the reading level may be too high for students.

©2003 Author(s): Guinness, P.



• **Living in a Globalizing World (Student Resource)**  
 • **Living in a Globalizing World: Teacher's Resource**

Basic / Teaching Resource Social Studies 10-2

*Living in a Globalizing World* includes a student basic resource and a related teaching resource that have been developed by Oxford University Press in conjunction with Alberta Education to meet the new curriculum outcomes for the Social Studies 10-2 Program of Studies. These resource materials provide a springboard to address the key issue and outcome, four related issues and general outcomes, specific outcomes, and skills and processes for Social Studies 10-2.

The student resource engages students in thinking critically about issues, complexities and multiple perspectives of historical and contemporary globalization and its effects on economics, the environment, politics, individuals, communities, identities, citizenship, human rights and quality of life at local, national and international levels. Alongside global connections, emphasis is placed on the Canadian context in the 10-2 program and in this resource to help students frame understandings of globalization in relationship to their own lives. Contemporary effects of, and responses to, globalization are also prominent in the resource, which includes quotations and primary sources.

Each chapter in the student resource contributes to students' building understandings of, and responses to, the key issue for the course, "To what extent should we embrace globalization?" The resource helps students build these understandings by having them explore smaller issues called chapter issues, questions of inquiry and key terms; skills are emphasized in a sequenced Skill Path feature in each chapter. Features such as Global Geography, Global Connections, Reading Guide, Voices, Web Links, Fast Facts, Media Smarts, and Explore the Issues, as well as formatting that includes larger pages and font sizes and visual organizers, add to the exploration. The chapters are organized into four main parts and main issues that correspond with the intent of the four related issues and general outcomes for the course: Impacts of Globalization; Effects of Historical Globalization; Implications and Consequences of Globalization; Roles and Responsibilities in a Globalizing World. Each of the four parts contains an opening piece. This opening piece includes a graphic organizer to introduce the main issue in the group of chapters and outlines the titles of, and the chapter issues for, the chapters. Each part also includes a closing piece that reflects on each grouping of chapters.

In the teaching resource, there are supports for the activities in the student resource and extensions that are intended to reach beyond these activities. There is an introduction that provides an overview of how both the student and teaching resources are organized, outlining their structure and function and including a breakdown of features and program of studies outcomes correlations for each chapter. Following the introduction, the main contents of the teaching resource are organized in the same manner as the student resource—around the four main parts, containing opening and closing pieces within each part and groupings of related chapters that correspond to the four related issues in the program.

Each chapter in the teaching resource contains an overview, correlation of outcomes, an instructional plan, support for the chapter's Skill Path, sample answers (where possible) for the student resource activities, relevant cautions and teacher supports for the student resource activities, teaching resource extension activities, and links to any relevant reproducible blackline masters and assessment masters that are included at the back of the resource.

Both the student and teaching resources are supported by the *Living in a Globalizing World* Web site. This online resource centre contains links to background and supplementary sources.

**Cautions:**

- Information and issues associated with the topic of globalization can be provocative.
- Teachers should be aware of the cautions that are connected to some learning activities featured in the resources.
- As well, Alberta Education has not authorized the Web site links in these 10-2 resources due to the dynamic nature of content on Web sites. While the links provided in the resources can be seen as an important support for students and teachers in the exploration of issues and outcomes in 10-2, it is recommended that teachers preview Web site information prior to using it in their classrooms.

©2007 Author(s): Perry-Globa, P.; et al.

## The No-Nonsense Guide to Global Media

Teaching Resource Social Studies 10-1

The political economy, power and influence surrounding the ownership and control of mass media industries, such as the television, film, radio, publishing, recording and Internet industries, are examined. This resource illustrates how media globalization impacts citizens and crucially impacts what we perceive, how we relate to one another and how we understand our environment. This reference encourages further inquiry into the issue of media globalization and can enhance student and teacher understanding of the topic. Multiple perspectives, viewpoints and attitudes are presented.

### Comments:

- Teachers may wish to supplement the contents of this resource with other perspectives on government and the media.

© 2003 Author(s): Steven, P.

- Perspectives on Globalization (Student Text)**
- Perspectives on Globalization: Teacher's Resource**

Basic / Teaching Resource Social Studies 10-1

678782 \$85.30  
678790 \$227.95

*Perspectives on Globalization* is a student and teacher resource that has been developed in conjunction with Alberta Education to meet the new curriculum outcomes for Social Studies 10-1. These resource materials address the four general outcomes and related issues, in addition to supporting the specific outcomes and skills and processes.

Each chapter in the student resource contains information and inquiry questions that support students' understandings of the Key Issue and Related Issues in the 10-1 curriculum. The text features multiple perspectives and offers skill development activities and exercises. The chapters are structured to examine issues and encourage students to seek and discuss contemporary examples that appear in other media sources. Skill development activities are sequenced, allowing students to apply their earlier competencies to more challenging contexts.

The teacher resource contains four Related Issue Openers. Each of the chapters is prefaced by a graphic organizer that summarizes issues and learning outcomes and assists in facilitating instructional planning. Suggestions for differentiating teaching strategies are presented, along with additional activities that may be used to assess the achievement of outcomes. The teacher resource also includes several reproducible blackline masters and assessment masters.

Both resources are supported by the Perspectives on Globalization Web site. This online resource centre contains links to background and supplementary sources.

### Comments:

- Information and issues associated with the topic of globalization are provocative.
- Teachers should be aware of the cautions that are connected to some learning activities featured in the resource materials.
- Alberta Education has not reviewed or authorized the resource Web sites, and teachers should preview the information prior to using it in their classrooms.

© 2007 Author(s): Perry-Globa, P. et al.

**At Issue****685208 \$18.20****Child Labour and Sweatshops**

Support / Teaching Resource Social Studies 10-1 (Support) / 10-2 (Teaching)

This large-print book provides an overview of, and identifies issues surrounding, manufacturing sweatshops and child labour. The book includes an introduction, 16 articles, a list and description of contact organizations, and a detailed bibliography. The contributed articles represent a variety of points of view and perspectives, from government agencies, scientific journals, eyewitness accounts and social activists. This resource balances the points of view and perspectives, some of which are more controversial than others. Diverse, and sometimes opposing viewpoints, are included to encourage critical thinking. While some of the articles focus on the international impact of child labour and sweatshops, more than six of the articles present the issue as it relates to the USA. Each article ranges between 6 and 8 pages, and critical quotations are enlarged and set in boldface type.

**Comments:**

- This resource would be appropriate for Grade 10 Advanced Placement (AP) or International Baccalaureate (IB) students.
- Teachers may wish to replace American examples with relevant/appropriate Canadian examples.

©2006 Author(s): Manheimer, A. [ed.]

**What's Your View?****685175 \$25.05****• The Impact of Big Business****685183 \$25.05****• Rich World, Poor World**

Support Resource Social Studies 10-1 / 10-2

Each of the books from the *What's Your View?* series presents 18 issues and case studies and introduces students to the political and social considerations regarding globalization. An issues-based approach is taken with each of the questions posed, and students are encouraged to consider multiple perspectives for each of the issues. Colourful visuals are present throughout each book, along with maps, graphs, a glossary, an index and references to contemporary popular culture. Internet resources are also included for each of the topics presented. This resource may be useful for introducing students to the issues surrounding globalization. Related Issues and General Outcomes 2, 3 and 4 in the 10-1 and 10-2 programs are supported by this resource. Specific Outcomes 2.3, 3.1, 3.2, 4.3, 4.9 and 4.10 in the 10-1 curriculum are addressed.

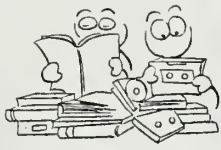
**Comments:**

- This resource is most appropriate for Social Studies 10-2 and may potentially be used by knowledge and employability students.
- The language level is very accessible in these resources.
- The Internet resources referenced have not been reviewed or authorized by Alberta Education.
- This resource has also been authorized for Knowledge and Employability Social Studies Grade 8.

©2006 Author(s): Jarman, M.







# ALBERTA AUTHORIZED RESOURCES LIST AND ANNOTATED BIBLIOGRAPHY

## Part III: Vendors/Distributors



**Social Studies**  
**10-1, 10-2**

**August 2007 (Draft)**





## Vendors/Distributors

ACCESS–The Education Station  
10212 Jasper Avenue  
EDMONTON, AB, CANADA T5J 5A3  
Telephone: 780-440-7777  
Internet: <http://www.accesslearning.com>

John Humphrey Centre for Peace and  
Human Rights / pour la paix et les droits de  
la personne  
404A, 10310 – 102 Avenue  
EDMONTON, AB, CANADA T5J 2X6  
Telephone: 780-453-2638  
Fax: 780-454-1519  
Internet: <http://www.johnhumphreycentre.org>

Learning Resources Centre (LRC)  
12360 – 142 Street  
EDMONTON, AB, CANADA T5L 4X9  
Telephone: 780-427-5775  
Fax: 780-422-9750  
Internet: <http://www.lrc.education.gov.ab.ca>





